

Datafolha poll  
commissioned by  
Alana Institute

WHAT  
BRAZILIANS  
THINK  
ABOUT  
INCLUSIVE  
EDUCATION

july 2019



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A B O U T

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**A L A N A**

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**I N S T I T U T E**

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The **Alana Institute** is a civil non-profit organization that invests in programs that seek to guarantee conditions for the full experience of childhood. Found in 1994, Alana has been maintained by the income of an endowment fund since 2013. Its mission is to "**honor the child**".

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# INTRODUCTION

Commissioned by the **Alana Institute**, this Datafolha poll aimed at learning the perceptions of the Brazilian population regarding **inclusive education**, a conception which understands that all students – with or without disabilities – can learn together.

Starting with the United Nations' Sustainable Development Goal 4 (UN SDG 4), the world has taken on the responsibility to promote inclusive and egalitarian education as a fundamental right. To do this, it is necessary to transform the structure of educational systems, and shift pedagogical practices and the relationships established between the different actors in the educational community, first by identifying the several barriers and forms of exclusion faced by students.

**PERSONS WITH DISABILITIES** are "those who have long-term impairments of a physical, mental, intellectual or sensory nature, which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others".

**Article 1, UN Convention – Decree No. 6.949/09**

According to the Brazilian 2010 Populational Census, which measured the "degree of difficulty in central functional domains for participation in life in society" <sup>1</sup>:

- Over 45 million Brazilians are classified as people with disabilities.
- From that amount, about 3.5 million are children up to 14 years old.

<sup>1</sup> Since 2018, IBGE (Brazilian Institute of Geography and Statistics) has adopted the classification of persons with disabilities as those who recognize "a lot of difficulty" or "unable to do" activities related to the domains of functioning assessed. From this cut, according to the National and International Prospect of the Production of Social Indicators, about 6.7% of the Brazilian population is considered to manifest disabilities.

# INCLUSIVE EDUCATION IN BRAZIL AND AROUND THE WORLD

The growth of inclusive educational practices has been based on an approach based on respect for the rights of persons with disabilities and the recognition that participation in society has important effects on the development of every child (UNICEF, 2013), with and without disabilities. This perspective aligns with an international agenda for reducing inequalities.

Since the 1990s, worldwide initiatives have emerged to support the inclusion of pupils with disabilities in regular schools. In 1994, the Salamanca Declaration (UNESCO, 1994) stated consensus on the education of pupils with disabilities in regular schools to fight discriminatory behaviors, building a more inclusive society.

In 2006, with the establishment of the United Nations Convention on the Rights of Persons with Disabilities, the signatory countries, including Brazil, made a commitment so



Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live

School inclusion was established in Brazil in 2008 through the National Policy of Special Education in the Inclusive Perspective. Subsequently, with the Brazilian Inclusion Law (LBI) in 2015, the attachment of national law to the Convention on the Rights of Persons with Disabilities legally have laid the conditions for the implementation of the inclusive education system at all levels and modalities.

Ten years have gone by since the Policy was first established and the 2018 School Census reveals that the number of special education enrollments (in Brazil's inclusive education policy) has reached **1.2 million, an increase of 70% since 2008. The percentage of students enrolled in regular classrooms also rose, coming from 54% in 2008 to 92% in 2018.**

# RESEARCH

## GOALS



The main objective of this research was to understand the perceptions of the Brazilian population about inclusive education in schools.

To this end, Datafolha interviewed people from all regions of Brazil in order to learn their opinions about the inclusion of children with disabilities in the school, the education and the teacher's interest in the subject, the prejudice that persons with disabilities may suffer in the school environment, among other aspects.

The research also aimed at investigating if living, studying and/or working with persons with disabilities would have an influence on peoples' perception in a positive or a negative way.

# METHODOLOGY

The interviews took place from July 10 to 15, 2019. Statements about inclusive education were presented so that respondents answered whether they agreed or disagreed with each one of them in order to verify their opinions on the subject.

- The procedures adopted were the same as IBGE's in the 2010 Demographic Census;

- Interviews were personal and individual, conducted through structured questionnaires. Gender and age quotas guided the approach;

- The sample design was based on information from the 2010 Census/2018 Statistics, and the interviews were distributed in 130 municipalities to represent the geographic regions of the country and to make possible estimates regarding variables such as disability, education and professional occupation;

- Margin of error of plus or minus 2% for the total sample, with a 95% confidence rate;

- 2,074 interviews were conducted throughout Brazil, resulting in 7,080 information about residents in the respondent's home, as distributed below:

	SAMPLE	MARGIN OF ERROR* (%)
<b>POPULATION</b>		
<b>INTERVIEWED</b>	<b>2.074</b>	<b>2 p.p.</b>
<b>HOUSEHOLD RESIDENTS</b>	<b>7.080</b>	<b>1 p.p.</b>
<b>PEOPLE WITH DISABILITIES OUT OF ALL RESIDENTS</b>	<b>453</b>	<b>5 p.p.</b>

\* margin of error of plus or minus 2% for the total sample, with a 95% confidence rate.



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**S A M P L E**

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**D A T A**

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Men and women aged 16 and over, from all economic classes were interviewed. To classify which of these respondents have a disability, questions about the difficulty performing basic universal activities such as walking, seeing, hearing, cognition, were applied<sup>2</sup>.

Following IBGE's understanding, the data were processed and presented in two ways for analysis purposes:

1

People with some degree of permanent difficulty, including people whom the interviewee indicated, and may include himself, have some difficulty / a lot of difficulty / unable to do (option adopted by IBGE in 2010).

2

People with disabilities, including people whom the interviewee pointed out, and may include himself, a lot of difficulty / unable to do (option with application of the new cut-off line, available at: National and International Panorama of the Production of Social Indicators). IBGE, 2018).

### ESTIMATED OVERALL RATE OF PEOPLE WITH DISABILITIES

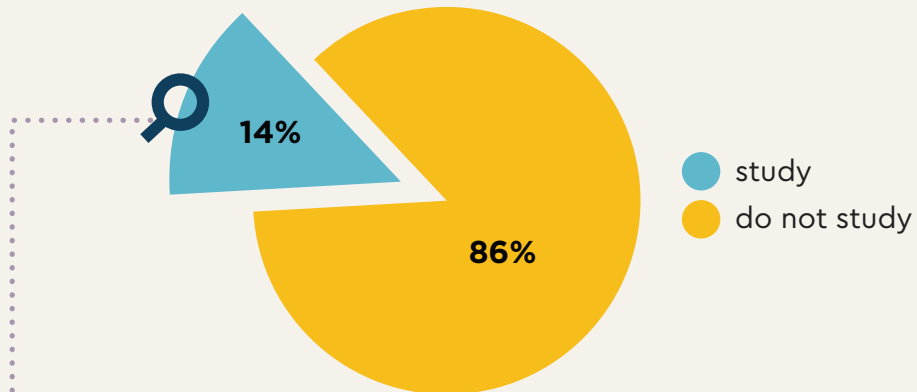


● without disability ● with disability

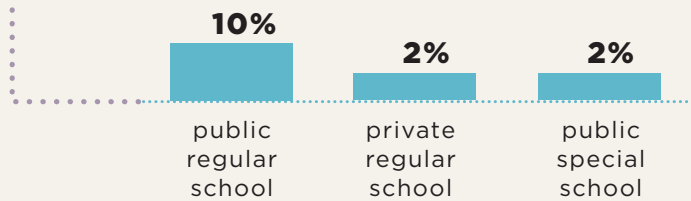
Percentage based on household residents (7,080)

<sup>2</sup> The set of questions has the potential to identify people with disabilities but does not capture all dimensions of the phenomenon (such as barriers and architectural factors, for example). However, this methodology is in line with the most up-to-date international parameters on the subject.

### DISABLED PEOPLE IN SCHOOL

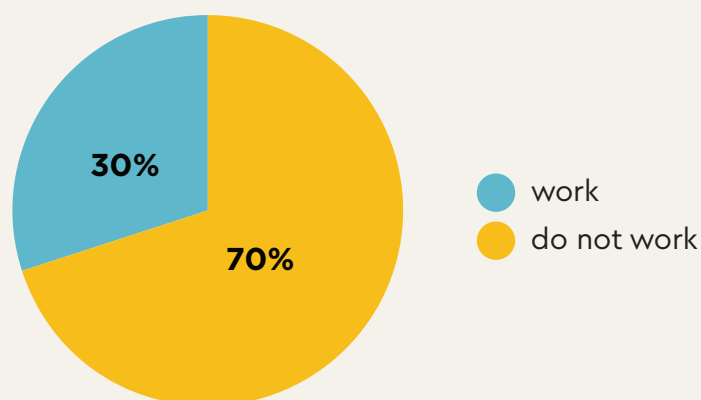


### AMONG THE 14% WHO STUDY



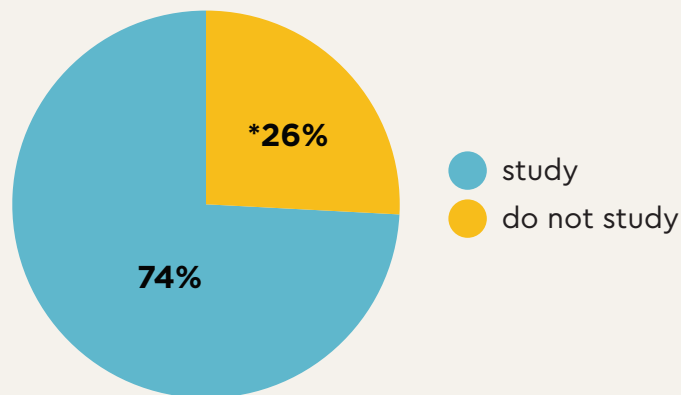
Percentage based on persons with disabilities within the total of residents (453)

### EMPLOYMENT STATUS FOR PERSONS WITH DISABILITIES



Percentage based on persons with disabilities within the total of residents (453)

## CHILDREN WITH DISABILITIES 0 TO 14 YEARS INSIDE AND OUT OF SCHOOL

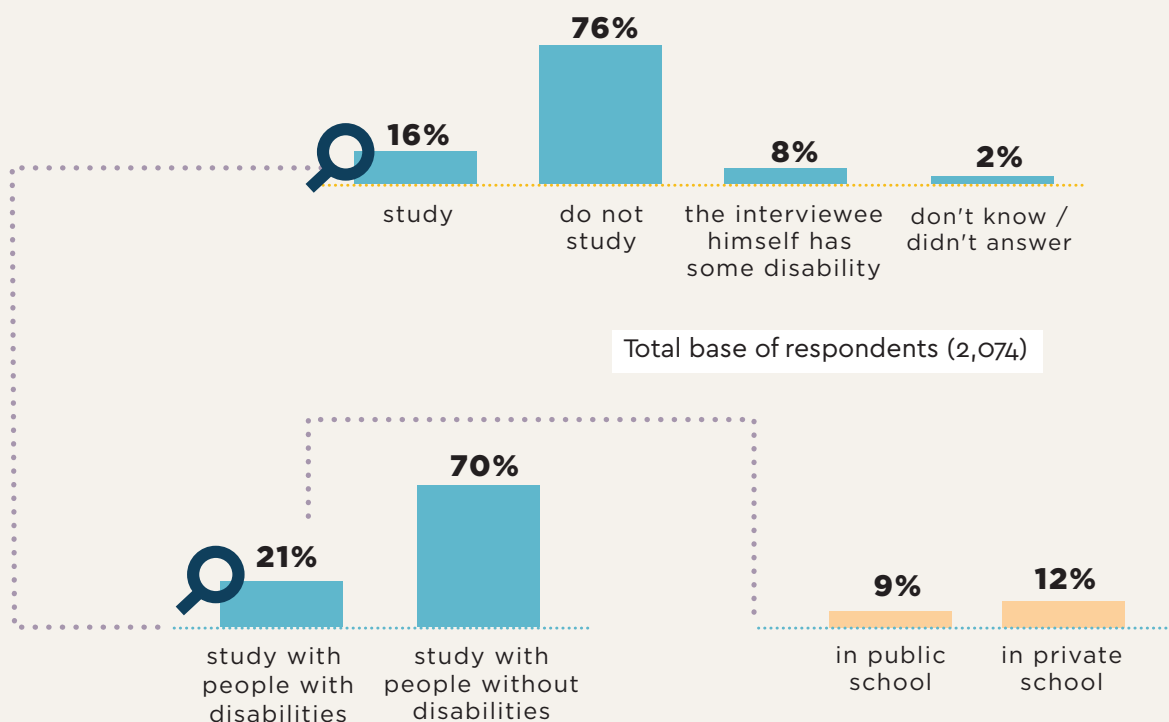


Percentage based on persons with disabilities within the total of residents (50)

\*This is similar to the data found in the 2010 Census, which shows that 27.6% of children with disabilities aged 0–14 are out of school, while 22% of children with disabilities are out of school.

## PEOPLE WITH DISABILITIES IN SCHOOL

Of the non-disabled respondents who study (16% of people), 21% say they currently study with someone with a disability – 9% in public schools and 12% in private.



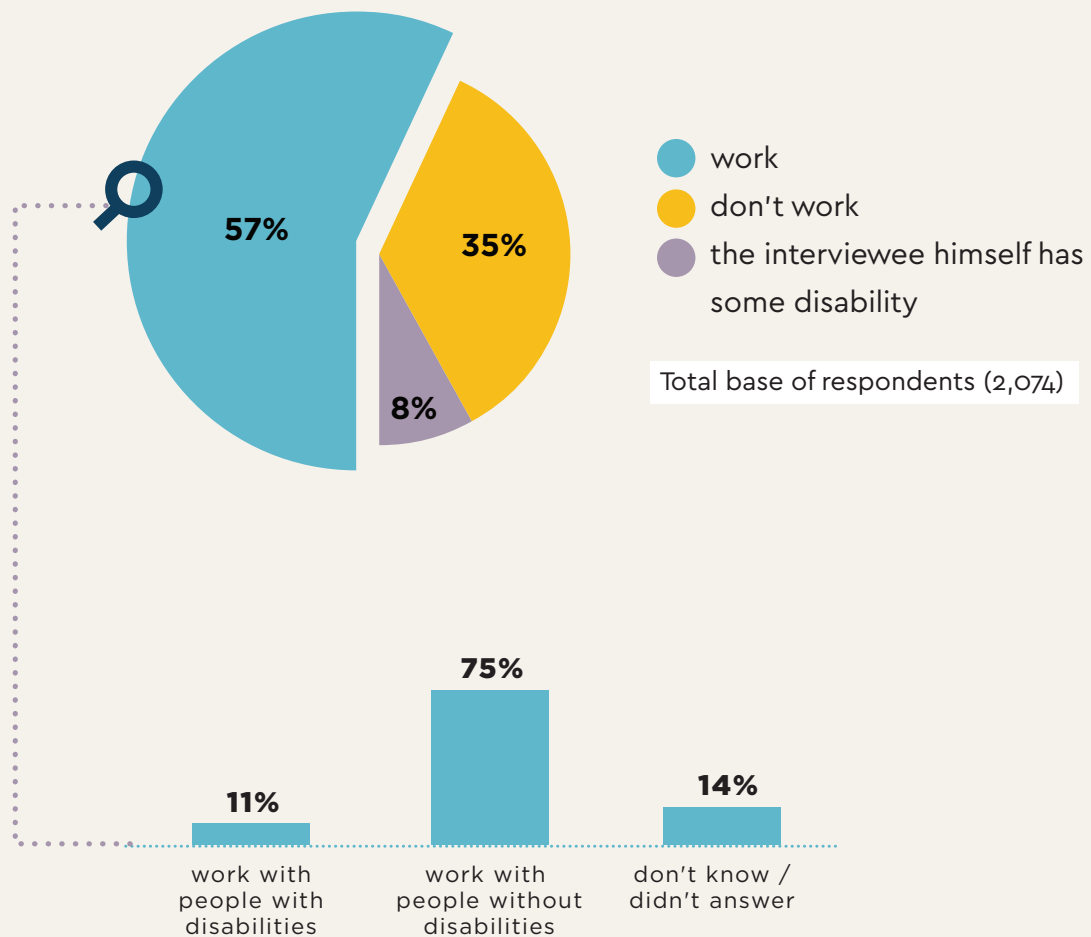
Total base of respondents (2,074)

Don't Know / Not Answered — 9%

BACKGROUND Interviewees who are not disabled and who study (344)

## PEOPLE WITH DISABILITIES AT WORK

Most of the interviewees who have no disability and who are in paid work state that there are no people with disabilities in their workplace (75%). On the other hand, 11% say they currently work with someone with a disability.



1,194 of non-disabled respondents who work

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**S U R V E Y**

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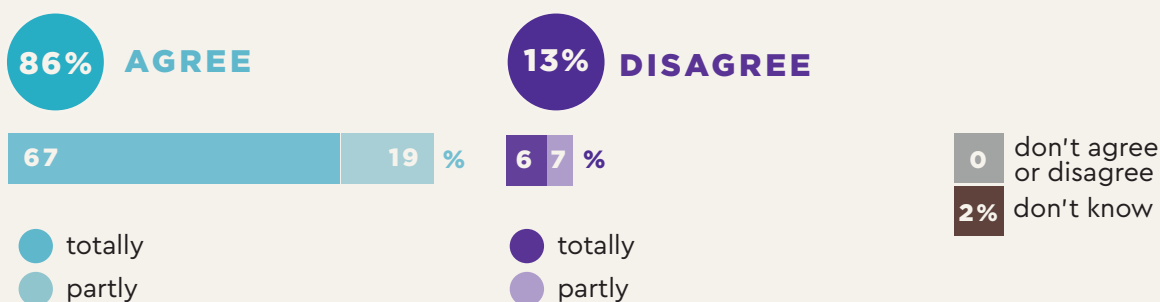
**R E S U L T S**

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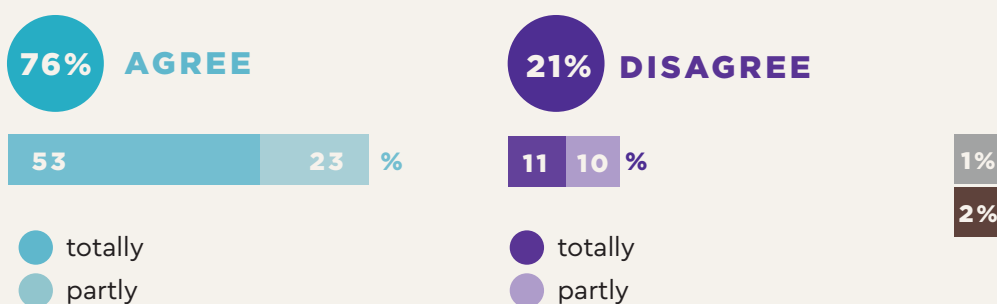
## SURVEY RESULTS

The results reveal the opinion of Brazilians about inclusive education, whether they live, study or work with people with disabilities or not. They also reveal Brazilian families' understanding of the issue, as well as teachers' interest and professional knowledge when it comes to teaching children with disabilities, among other issues<sup>3</sup>.

### “SCHOOLS BECOME BETTER WHEN CHILDREN WITH DISABILITIES ARE INCLUDED.”



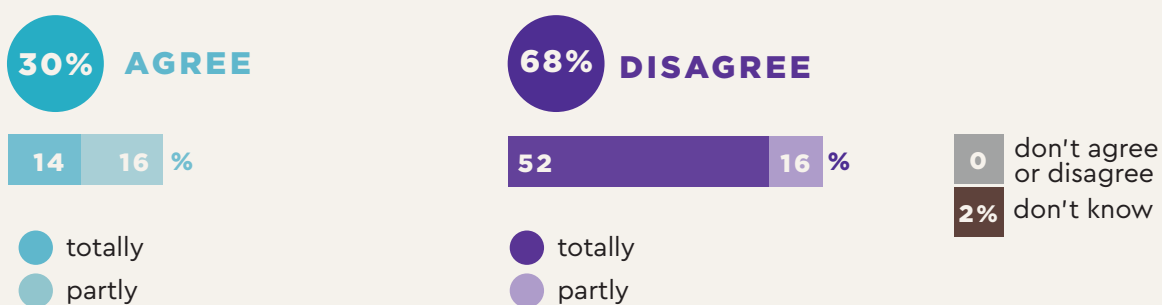
### “CHILDREN WITH DISABILITIES LEARN MORE STUDYING WITH NON-DISABLED CHILDREN.”



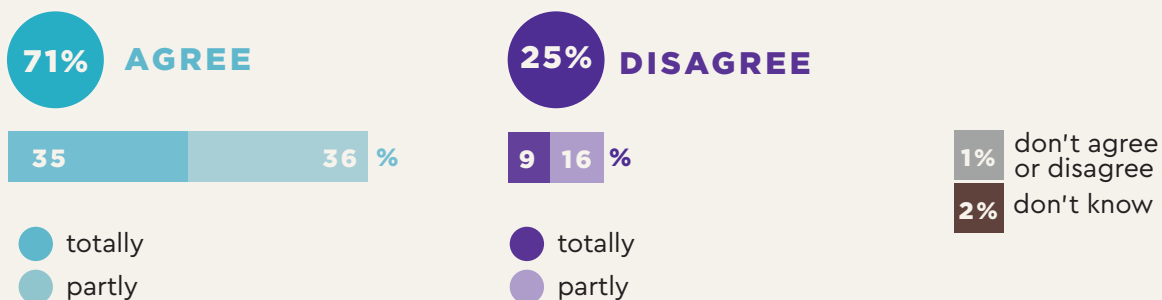
<sup>3</sup> In some unique response charts and tables results do not add up to exactly 100% and may range from 99% to 101% due to rounding.

## SURVEY RESULTS

“ **CHILDREN WITH DISABILITIES DELAY THE LEARNING PROCESS OF NON-DISABLED CHILDREN WHEN THEY STUDY TOGETHER.** ”



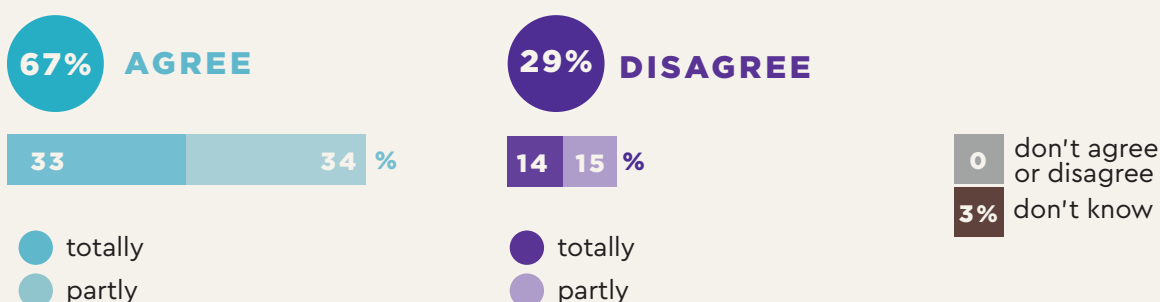
“ **TEACHERS ARE INTERESTED IN TEACHING CHILDREN WITH DISABILITIES.** ”



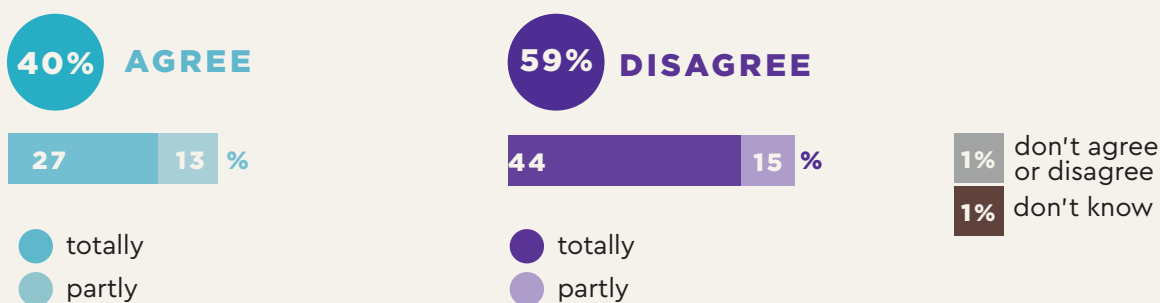


## SURVEY RESULTS

**“TEACHERS DON'T HAVE THE PROPER TRAINING TO TEACH CHILDREN WITH DISABILITIES.”**



**“IT'S BETTER FOR CHILDREN WITH DISABILITIES TO STUDY IN SCHOOLS WHERE ONLY CHILDREN WITH DISABILITIES ATTEND.”**



## SURVEY RESULTS

“SCHOOLS CAN CHOOSE WHETHER THEY  
ACCEPT TO ENROLL A CHILD WITH  
A DISABILITY.”

**37% AGREE**

23 14 %

● totally  
● partly

**60% DISAGREE**

49 11 %

● totally  
● partly

1% don't agree  
or disagree  
3% don't know

“PARENTS OF CHILDREN WITH DISABILITIES  
ARE AFRAID THAT THEIR CHILDREN MIGHT  
SUFFER PREJUDICE IN SCHOOL.”

**87% AGREE**

67 20 %

● totally  
● partly

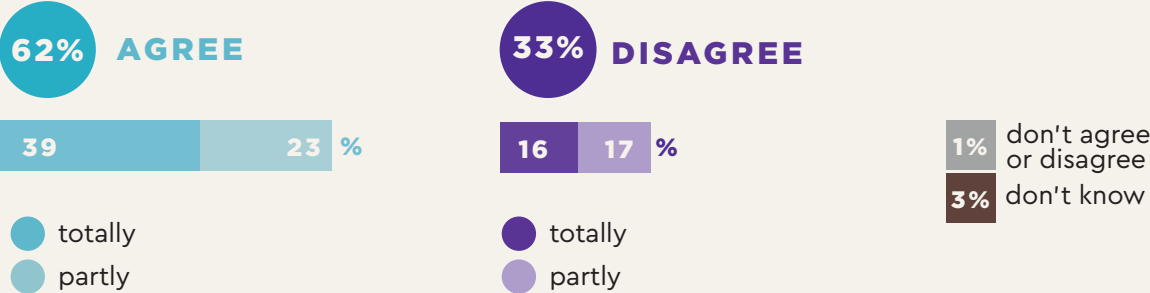
**12% DISAGREE**

8 4 %

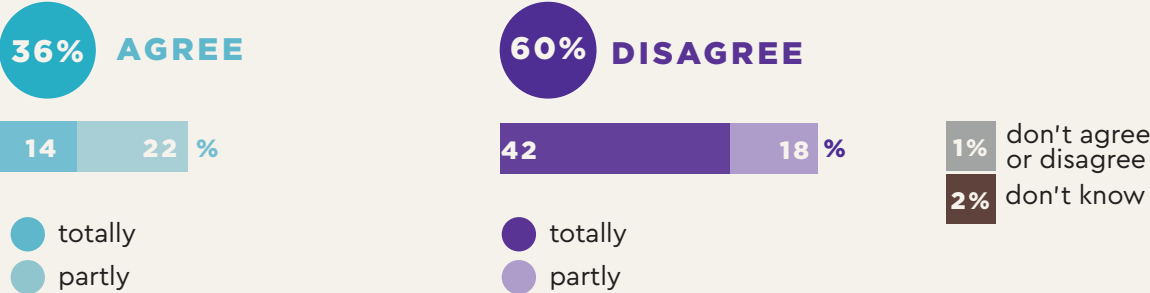
● totally  
● partly

0 don't agree  
or disagree  
1% don't know

“PRIVATE SCHOOLS ARE MORE PREPARED TO INCLUDE CHILDREN WITH DISABILITIES.”



“PARENTS OF NON-DISABLED CHILDREN DO NOT WANT CHILDREN WITH DISABILITIES IN SCHOOL.”



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# PROFILE

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# OF

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# INTERVIEWS

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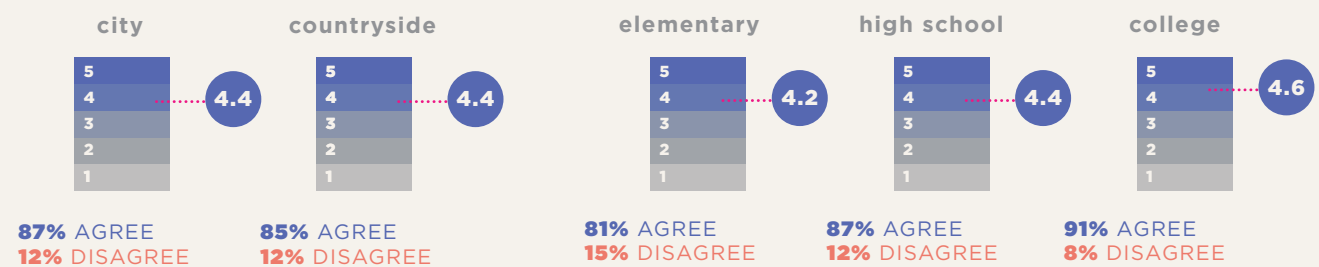
The perceptions about the statements tend to vary in certain groups, depending on age, housing (based on the IBGE Survey of Metropolitan Regions, Urban Agglomerations and Integrated Development Regions), economic class (based on Brazil Criteria 2018) and whether or not people live with persons with disabilities. In the following pages, two statements for and two statements against inclusive education illustrate this tendency.

# “SCHOOLS BECOME BETTER WHEN CHILDREN WITH DISABILITIES ARE INCLUDED.”

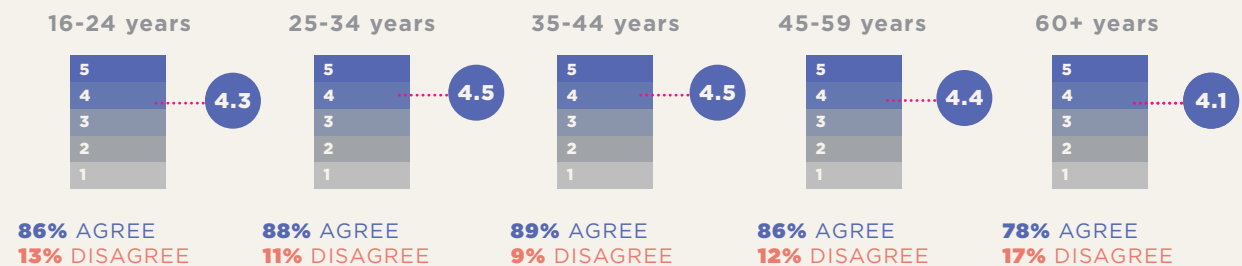
## DEGREE OF AGREEMENT\*

\*Scale can range from 1 to 5 (5 being the highest level of agreement and 1 being the highest level of disagreement)

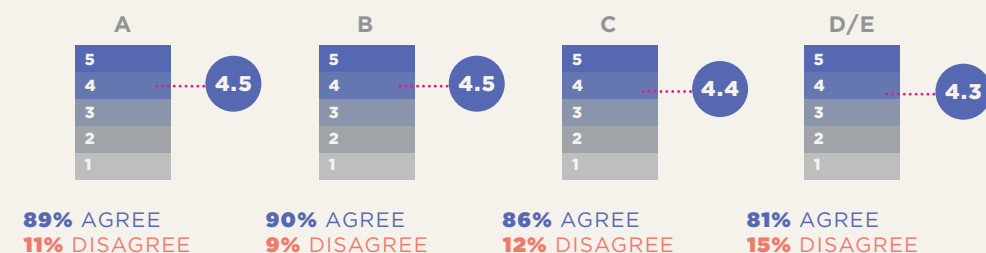
### BY REGION



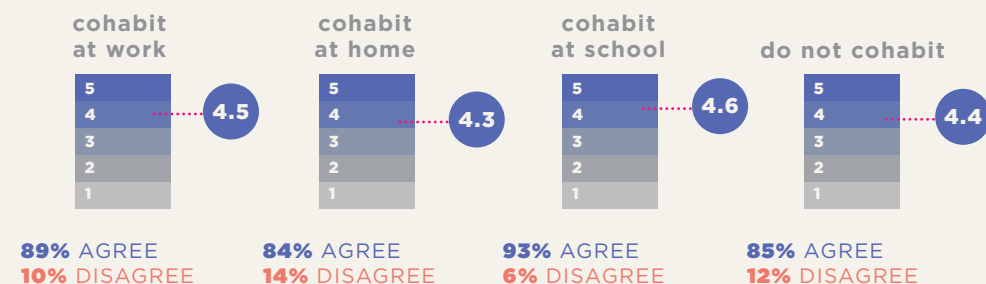
### BY AGE RANGE



### BY ECONOMIC CLASS



### BY LIVING WITH PERSONS WITH DISABILITIES

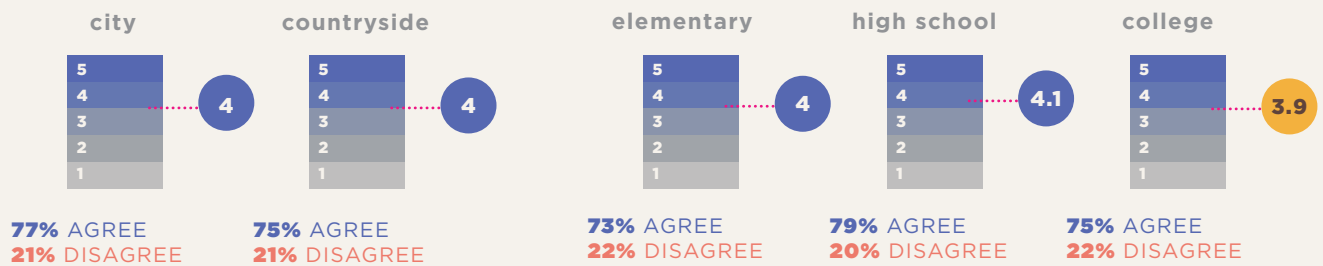


# “CHILDREN WITH DISABILITIES LEARN MORE STUDYING WITH NON-DISABLED CHILDREN.”

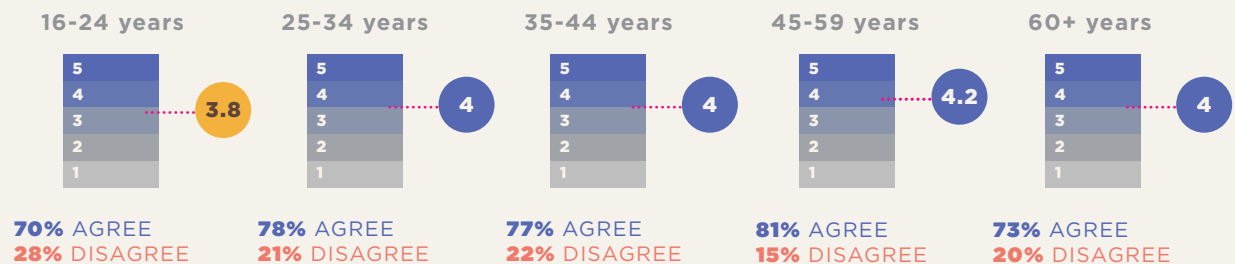
## DEGREE OF AGREEMENT\*

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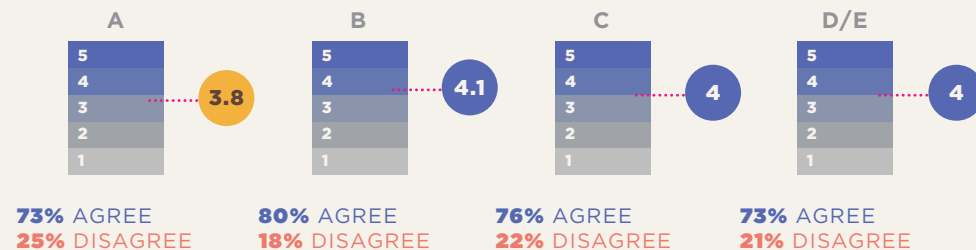
### BY REGION



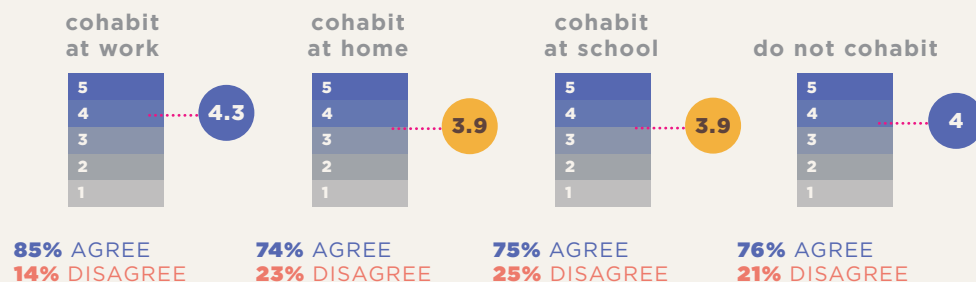
### BY AGE RANGE



### BY ECONOMIC CLASS



### BY LIVING WITH PERSONS WITH DISABILITIES

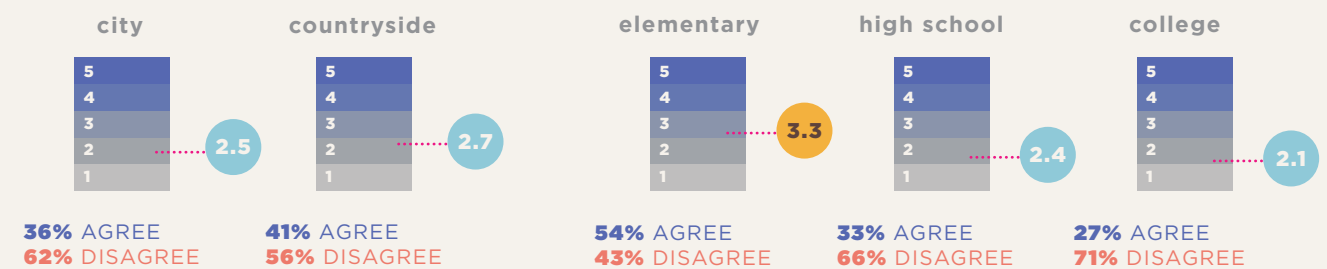


“IT’S BETTER FOR CHILDREN WITH DISABILITIES TO STUDY AT SCHOOLS WHERE ONLY CHILDREN WITH DISABILITIES ATTEND.”

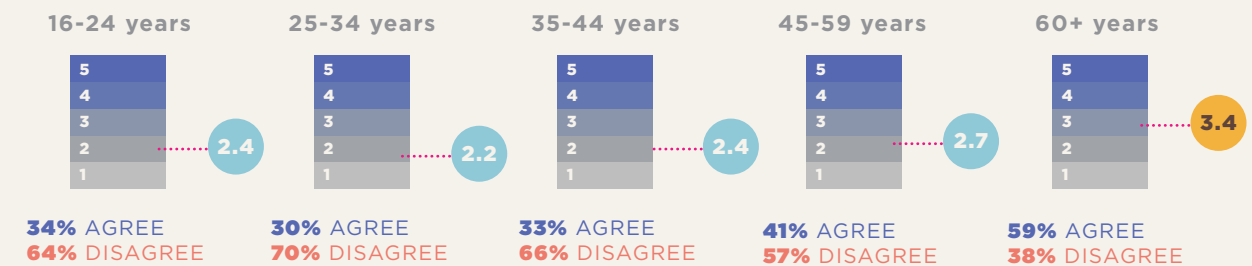
## DEGREE OF AGREEMENT\*

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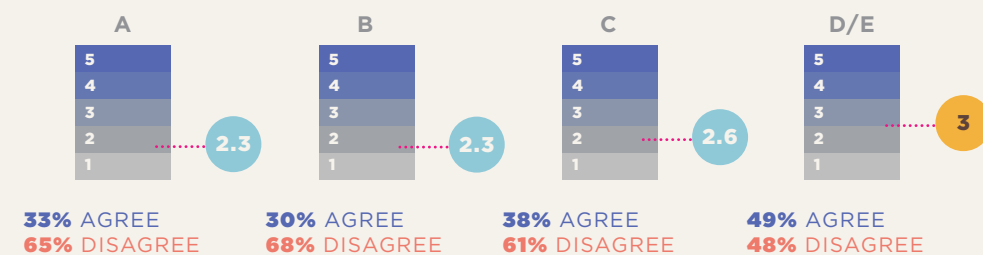
### BY REGION



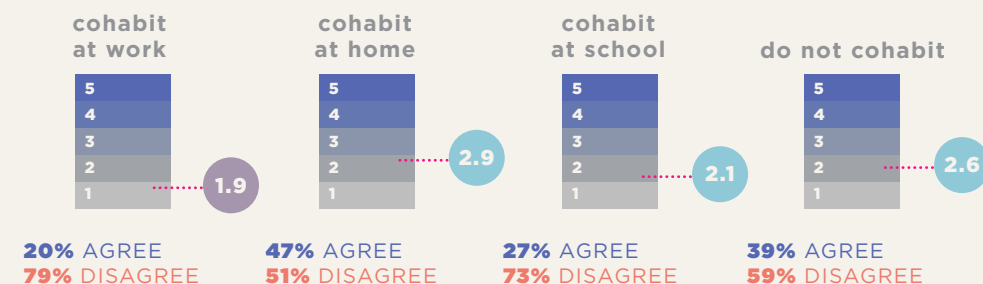
### BY AGE RANGE



### BY ECONOMIC CLASS



### BY LIVING WITH PERSONS WITH DISABILITIES

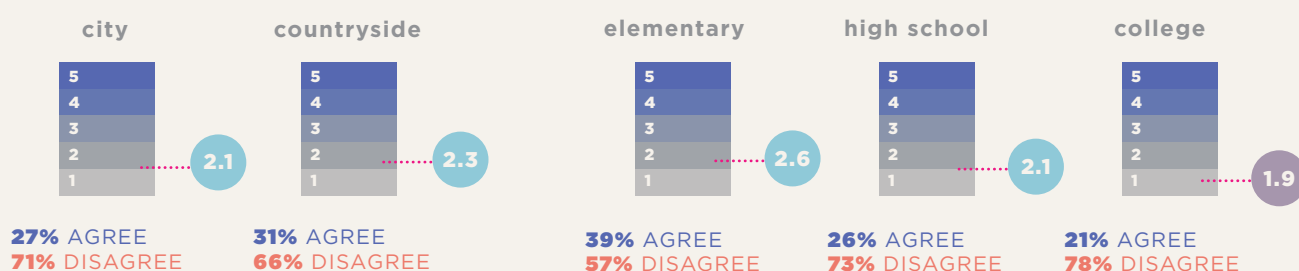


“CHILDREN WITH DISABILITIES DELAY THE LEARNING PROCESS OF NON-DISABLED CHILDREN WHEN THEY STUDY TOGETHER.”

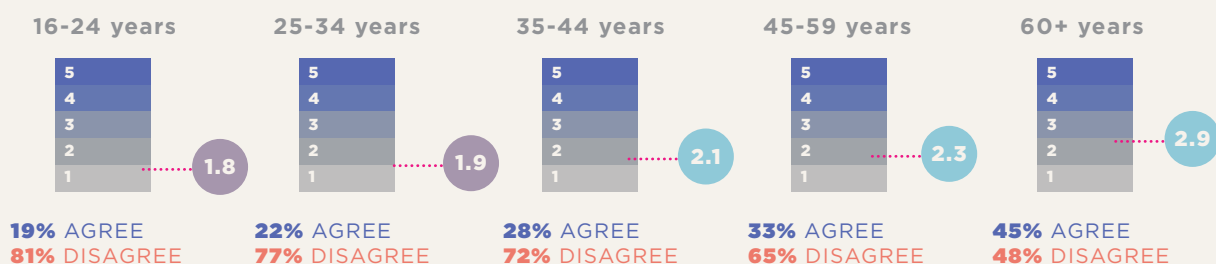
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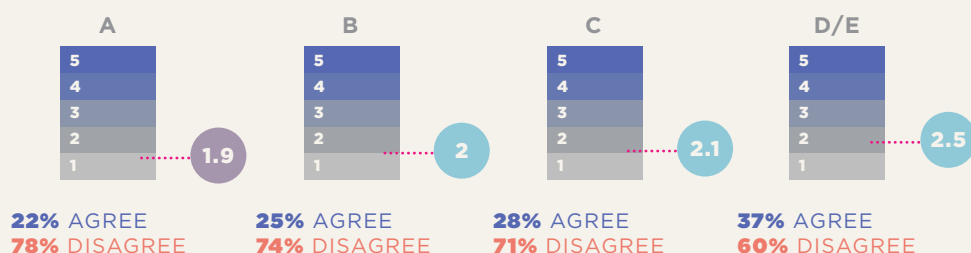
### BY REGION



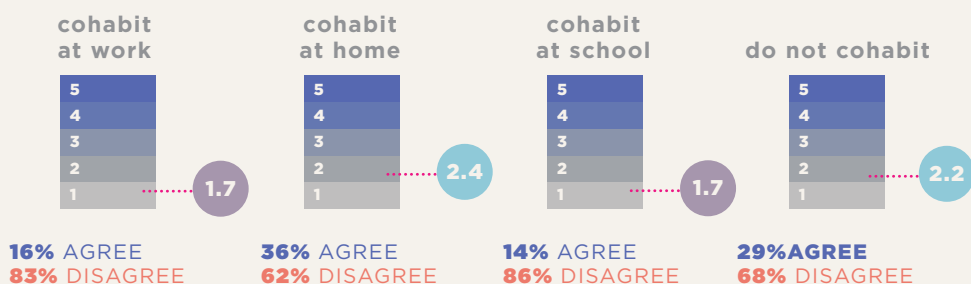
### BY AGE RANGE



### BY ECONOMIC CLASS



### BY LIVING WITH PERSONS WITH DISABILITIES





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**FINAL**

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**CONSIDERATIONS**

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# FINAL CONSIDERATIONS

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1

Opinions favorable to inclusive education are prevalent in the Brazilian adult population: almost 90% agree with the idea that schools become better with inclusion; and nearly 80% agree that children with disabilities will learn more in inclusive schools.

2

The individual attitude of people who cohabit with persons with disabilities is even more receptive to inclusive education: 93% of those studying with persons with disabilities in schools are in favor of the idea that schools get better by including children with disabilities, compared to a 85% agreement of people who have no contact with persons with disabilities at school, work or home. Approximately nine out of ten people who have contact with persons with disabilities at school, and eight out of ten who have contact at work, disagree that children with disabilities delay the learning process of non-disabled children, corroborating the previous conclusion that contact at work or in school favors a more welcoming attitude towards inclusion.

3

Among non-disabled people who live with persons with disabilities, those who share the same household tend to agree more with statements contrary to inclusion. However, they also tend to agree that children with disabilities learn more by studying with non-disabled children. This supposed contradiction reveals the possibility that relatives of persons with disabilities believe that special schools for students with disabilities can be more protective, although they agree that learning can be maximized in inclusive regular schools.

4

The majority of the Brazilian population disagrees with statements such as: "children with disabilities delay the learning process of other children," "it is better for children with disabilities to study at schools where only children with disabilities attend," "schools can choose whether they accept to enroll a child with a disability," and "parents of non-disabled children do not want children with disabilities in school".

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## FINAL CONSIDERATIONS

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5

About nine out of ten Brazilians agree that parents of children with disabilities are afraid that their children might suffer prejudice at school.

6

As for the teachers, although most of the population agrees that they have an interest in teaching children with disabilities, there is also a prevalent opinion that they do not have the proper training and support to teach them.

7

Just over half of respondents agree that private schools are better prepared for inclusion. However, the statement carried an ambiguous meaning reflected in a percentage of disagreement that may include those whose opinion restate a lack of preparation in both private and public schools.

8

Inclusive statements are more expressively accepted among those who live in cities, with higher education levels, belonging to classes A, B, C and who cohabit with persons with disabilities at work or school. Older people tend to agree more to statements contrary to inclusive education, as do the rural residents with lower education and economic levels.

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# STAFF

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# STAFF

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